



IMPROVEMENT PLAN

2019 to 2021

Steps 4 and 5

Glenunga International High School

Plan Summary

Glenunga International High School

Goals	Target	Challenges of Practice	Success Criteria
Goal#1: Retain each student identified in Year 7 as achieving Higher Bands in Reading and Numeracy in Year 9 Higher Bands	<p>2019 Target: Reading 75% Numeracy 87%</p> <p>Achieved: Reading 73% Numeracy 85%</p> <p>2020 Target: Literacy 76% Numeracy 88%</p>	If each Maths and English teacher in Year 8 and 9 know who are the Higher Band students in each class, and they successfully implement the four Essential Practices of the Glenunga Pedagogical Framework, then the number of students retained in the higher band will increase in Numeracy from 85% in 2017 to 88% in 2020 and in Reading from 73% in 2017 to 76% in 2020.	Students will have worked with their English/Maths teachers to set goals that have been shared with their families: teachers will have delivered targeted teaching using the 4 Essential Practices from the 2020 Glenunga Pedagogical Framework.
Goal#2: Ensure all Higher Band students in Year 7 and 9 NAPLAN achieve a 'B' grade or better in English and Maths in Year 8 -10.	<p>2019 Target: Literacy 85% Numeracy 88%</p> <p>Achieved: Literacy 91% Numeracy 87%</p> <p>2020 Target: Literacy 91% Numeracy 88%</p>	If Maths and English teachers have identified the Higher Band students in each Year 8 - 10 class and they successfully implement the four Essential Practices of the 2020 Glenunga Pedagogical Framework, then each of these students will achieve a 'B' grade or better in these subjects.	Students will have worked with their relevant English and Maths teachers to develop their improvement goals (if they haven't achieved a 'B' grade or better). They participate in monitoring these improvement goals with their teachers, adjusting the goals accordingly.
Goal#3: Ensure students not achieving SEA in Year 7 and 9 NAPLAN Reading and Numeracy are achieving a 'C' grade or better in English and Maths in Year 8 – 10 and passing grade in Year 11 English and Maths.	<p>2019 Target: 100% of non-SEA students achieve 'C' grade or better in Maths and English.</p> <p>Achieved: Literacy 97% Numeracy 91%</p>	If Maths and English teachers know the students who did not achieve the SEA and if these students are in 'Maths with Support' and 'English Language Plus' pathways experiencing specialised targeted teaching, they will achieve a 'C' grade or better in English and Maths Year 8-10.	Students will have worked with their English and/or Maths teachers to set improvement goals that have then been shared with student's family: students will participate in monitoring their progress with their teachers who will adjust the targeted teaching according to student feedback and outcomes.

Step 4

Improve practice and monitor impact



Implement the planned actions for improvement and meet regularly to monitor your impact by answering the question, ‘Are we making progress towards our improvement goals?’. Adjust your actions as required to maximize the impact on student learning.

In the tables below, enter the dates of your monitoring meetings, your assessment of progress towards implementing the actions for improvement, evidence of impact on student learning against success criteria, and next steps. The Quality School Improvement Planning Handbook 2.0 explains how to do this.

Goal 1			
Meeting date	Implementation (Are we doing what we said we would do?)	Impact (Are we improving student learning?)	Next steps
Literacy and Numeracy Committee Meetings were used to review progress. February 25 June 7 July 4 September 20 November 30	<p>We identified the students using Power BI. Teacher meetings in Maths and English analysed the performance of students in the HBs in their classes. Worked with students to ensure that they have an improvement plan then met with families to discuss the plan.</p> <p>Monitored achievement.</p> <p>Used PAT R and M data to drill down to the specifics of student skills that needed to be addressed. Targetted Teaching of these skills.</p>	<p>In Numeracy we retained 85% in the HBs from Year 7 to Year 9 NAPLAN. This was 2% below the target of 87%.</p> <p>In Literacy (Reading) we retained 73% in the HBs from Year 7 to Year 9 NAPLAN. This was 2% below the target of 75%.</p> <p>After NAPLAN 2019, Maths and English leaders analysed the performance of students who were not retained in the HBs from Year 7 to 9. The data indicated that students who were not retained were just above the cut off in Year 7, and just below the cut off in Year 9.</p>	<p>Target more specifically those students who are just above and below the cut off for HBs in Year 7 NAPLAN to lift them.</p> <p>Data is analysed to identify students just below and above HB cut off and teachers work with them to lift their achievement. Use PAT Data to diagnose areas for improvement.</p>

Goal 2

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
Literacy and Numeracy Committee Meetings were used to review progress. February 25 June 7 July 4 September 20 November 30	 <p>We identified the students who were in the HBs and worked with teachers in Year 8 to 10 English, Maths, Humanities and Science to challenge these students to maintain their commitment to learning.</p> <p>Shared with families the information and student improvement goals.</p> <p>Literacy and Numeracy Committee monitored student performance each term using Achievement grades. Those that are not at B level have been given extra support from their subject teachers.</p>	<p>Numeracy: In 2019 87% in Years 8 – 10 achieved ‘B’ grade or better against a target of 88%. In 2020 target 88% achieving B or better</p> <p>Literacy: In 2019 91% in Years 8 – 10 achieved ‘B’ grade or better against a target of 85%. In 2020 the target will be to repeat this achievement ie 85% achieving B or better in English.</p> <p>The targets set for Science and Humanities Years 8 to 10 were exceeded – Science (93.6%), Humanities (93.5%).</p> <p>Data shows that Year 10 student achievement in Pure Maths (83%) and Advanced English (85%) dropped below the expected target. This will be explored further in our new plan.</p>	<p>Identify areas of foundation learning that students are unable to demonstrate. Teachers target these areas to improve student understanding.</p> <p>Ensure that students are tutored in these areas after school or on Wednesday mornings.</p> <p>Prepare extension of Reading Improvement strategies from English/EAL to Humanities and Science in 2021. Develop a plan for implementation in 2021.</p> <p>Explore why there is a drop in grades in Maths and English in Semester 2 Year 10 when students enter Higher Level classes. Is it possible that the challenge in these classes does not correlate with a metric like HB NAPLAN in Year 7 or 9? Identify a better metric to measure the growth in these students’ learning.</p>

Goal 3

Meeting date	Implementation (Are we doing what we said we would do?) 	Impact (Are we improving student learning?)	Next steps
	 SEA students were identified and offered support through subject teachers, Sub School Support Teams, after school tutoring and Pod support.	<p>Numeracy: 100% of students achieve a C or better in Maths in Years 8 to 10</p> <p>Literacy – Reading: 100% of students achieve a C or better in English in Years 8 to 10</p> <p>91% of SEA students achieved a C or better in Maths in Years 8 to 10</p> <p>97% of students achieved a C or better in English in Years 8 to 10.</p> <p>The case management of these students has been successful. Where students were not able to meet the requirement it was because of wellbeing and attendance issues which were followed up by the Sub School Teams.</p> <p>We also analysed the performance of SEA students at the end of Year 12 and we will track students into Year 12 in the future. They all passed their subjects, however it is important for Sub School Support Teams to be aware and case manage these students. It also gives the Literacy and Numeracy Committee an indication of the success or otherwise of the support strategies we use.</p>	Extend the process to included monitoring SEA students at Stage 1 Maths and English.



Review the impact and effectiveness of your actions for improvement and answer the questions, *'Have we met our improvement goals? What have we learned? What are our next steps?'*.

Summarise your responses to these questions in the table below. The Quality School Improvement Planning Handbook 2.0 explains how to do this.

Year	Comments
2019	<p>We have met our improvement goals and can be confident that the strategies we are using have a positive effect. HB retention from Year 7 to 9 fell 2% short of our targets. This was related to students who were just above the cut off in Year 7 and just below the cut off in Year 9. We need to specifically target these students.</p> <p>HB achievement of 'B' grades in numeracy was affected by Year 10 Pure Maths students. This will need to be explored further.</p> <p>Our non-SEA Numeracy students fell 9% short of target of 100% achieving 'C' grades or better and our non-SEA Reading students fell 3% short. We will need to target these students more specifically.</p> <p>Providing data to teachers that enables them to diagnostically analyse student skills, partner with students to set goals and then focus on improvement using the power of family support makes these interventions successful.</p> <p>We will continue to refine these strategies and to extend them into Senior School. Tracking student achievement is a key element of this process.</p>
2020	Enter summary of your responses to the key questions here.
2021	Enter summary of your responses to the key questions here.